

he was sure to be cheated. This was his commentary on Canada, and all the teaching of the schools of English and constitutional practises could not alter his opinion.

If the new Canadians are to be Canadianized they must be captivated by the manner, conduct and general attitude of our people. Teaching English in the schools is good, more than that, it is necessary. But the practice of good behavior, of justice, mercy, and brotherly love are more necessary still. The following paragraphs from an article in the Atlantic Monthly on "Americanization" have deep significance for us:—

"The great obstacles to the speedy Americanization of 'foreigners' are the ridicule of, contempt for, and prejudice against them on the part of native Americans.

"It may be a little humiliating to proud Americans to know that the manners of these 'foreigners' deteriorate in the United States. They have lost many good points by their contact with Amer-

cans, principally on account of bad example.

"Now take the other side of the picture: what did the 'foreigner' have to endure? Ridicule, contempt, persecution, exploitation, extortion, injustice—all of which was due to the prejudice against him. He is very seldom called by his name, is always referred to as "hunkie," or "dago," or the like; he is made on all sides to feel that he is despised, that he is a stranger and unwelcome. His children are discriminated against, no matter how hard he tries to bring them up according to the American standard. To bring this home; several times my little girl asked me, 'Daddy, why does Jennie call me a hunkie?' It hurts, and not everybody can take such matters philosophically, especially when he knows that his child is just as good, if not better, than the other."

In our attempts to Canadianize the new Canadian let us be sure that our Canadianism is of such a type as to attract them.

THE FUTURE

It is always more pleasant to pay compliments than to offer criticisms, and therefore this Journal would be delighted if it could make continued reference to the noble men and women scattered up and down the province who are doing so much to promote intelligence and morality through the agency of the schools. The people we have in mind are not teachers. Some are school trustees and others have no official connection with the schools, but they all know that the hope of the future is in the young life that is shaping in their midst.

There are, however, some who are of a different kind. They are like the dwellers on Ulysses' Isle. "They hoard and sleep and feed." They sacrifice

their children on the altar of mammon. They fill their barns with plenty and leave unfurnished their own minds and the minds of their children. They are breeders of mischief, because they are making trouble for the future. They refuse to spend money where it is most necessary—in the employment of teachers with proper qualifications. It is true that in some backward districts the cost of education is very great. This points to the necessity of a new distribution of public funds. But the backward districts are not the chief offenders. The majority of reactionaries are found in the well-settled districts of the province where money is plentiful. That is the sad feature of it all.